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| (a) In the area of art-making:  (1) Ability to demonstrate a variety of techniques and processes in each of the following art forms:  a. Two-dimensional;  b. Three-dimensional;  c. Electronic media; and  d. Crafts;  (2) Ability to develop a personal iconography using different media, styles, and forms of expression, as evidenced by a personal portfolio of artwork that displays a range of media, techniques, artistic processes, ideas, and genres;  (3) Demonstration of advanced proficiency in at least one visual medium, as evidenced by a personal portfolio of exemplary work;  (4) Ability to identify, describe, and apply the elements of visual art, including color, shape, form, space, line, value, and texture, in the creation and analysis of art;  (5) Ability to identify, describe, and apply the principles of design, including balance, unity and rhythm, in the creation and analysis of art;  (6) Ability to select and apply a range of subject matter, symbols, and ideas to art making; and  (7) Ability to display and exhibit artwork;  (b) In the area of history and culture:  (1) Knowledge of the relationships among art-making, culture, and history;  (2) Ability to research, analyze, and communicate diverse cultural and historical contexts surrounding works of art, including, but not limited to artworks from:  a. Popular culture,  b. Folk culture;  c. Indigenous culture; and  d. Other cultural groups; and  (3) Ability to recognize and understand, by research, conjecture, and observation, the content and purpose of:  a. Self-expression, or art-making to oneself; and  b. Art-making to others;  (c) In the area of responding to art:  (1) Ability to make meaningful interpretations and judgments about the candidate’s own artworks and the works of other artists, using a variety of aesthetic lenses;  (2) Recognition that informed discussion of art is an essential component of visual art education;  (3) Ability to analyze, interpret, and critically evaluate art; and  (4) Ability to articulate a personal philosophy toward creating art;  (d) In the area of making connections involving art:  (1) Ability to understand that creating in the arts is a life-long human endeavor and that the arts impact daily life as an expression of the human spirit;  (2) Ability to experience other art forms and relate them to visual art as well as to disciplines outside the arts;  (3) Ability to understand the various roles that artists have assumed throughout history as well as in contemporary life; and  (4) Ability to identify a range of visual arts career options;  (e) In the area of pedagogy:  (1) Ability to demonstrate a variety of developmentally appropriate techniques and processes as well as related materials and tools for art production;  (2) Ability to model and communicate to students issues of safety and health associated with materials, tools, and procedures;  (3) Ability to communicate characteristics of materials, tools, and procedures, and their standard use and maintenance;  (4) Ability to guide student development in observing, imagining, visualizing, transforming, and synthesizing their thoughts and ideas into artworks;  (5) Ability to guide students in selecting and applying subject matter, symbols, and ideas to express meaning in artwork; and  (6) Ability to facilitate student discussions around artistic interpretation, aesthetic values, and informed judgment in the context of their own art-making and artwork, and the artwork of others;  (f) In the area of curriculum and assessment:  (1) Ability to design and advocate for a comprehensive K-12 visual art program that:  a. Develops artistry and artistic skill sequentially over time;  b. Is consistent with RSA 193-C:3, III;  c. Includes learning materials appropriate to the diverse needs, interests, and capacities of all students;  d. Addresses opportunities available beyond the regular classroom;  e. Can be made available, through modification and accommodation, to all students; and  f. Embeds global art history into the art-making curriculum;  (2) Ability to understand and use multiple formal and informal strategies specific to visual art to:  a. Continually assess individual and group learning through a variety of authentic assessment methods, including, but not limited to:  1. Portfolio design; and  2. Performance-based assessment; and  b. Communicate students’ progress to students and parents; and  (3) Ability to plan and implement lessons that connect thinking skills, concepts, and themes among the visual arts and an array of disciplines; and  (g) In the area of career development:  (1) Ability to expose students to a variety of career options for the visual arts;  (2) Ability to assist students in investigating career options in the visual arts; and  (3) Skill in guiding students in the creation of their personal portfolios, when appropriate. |  |